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ABSTRACT

Essays on the growing population of adult students are collected. In a preface, E.T. Golbey highlights some characteristics of this population and the need for institutional changes to accommodate them. In one chapter Martha P. Weatherford describes recent changes in the overall student profile and reasons for the age changes. In a second chapter the same author discusses the resulting necessary changes in the instructional process: projected need for more faculty, changes in teacher tone and patience, and accommodating adult student attitudes in testing, grading, and assignments. Recruitment, marketing, and testing are discussed by Rebecca J. Brechtel. Willie Pierce examines the implications for change: philosophical, academic, and staffing concerns, and changes in recruitment, advising, admissions, registration, scheduling, physical plant, student services, and retention. A checklist for attracting and retaining the older student is included, as are a questionnaire for "Mature Student Information, a list of items to be included in student records, and an Adult Advisement Inventory. (MSE)

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The Older Student Phenomenon: Planning Ahead

April 1979

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NATIONAL INSTITUTE OF EDUCATION

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Education Improvement Program
Southern Association of Colleges and Schools
795 Peachtree Street • Atlanta, Georgia 30308

The Education Improvement Program is the research and development arm of the Southern Association of Colleges and Schools. In 1978 EIP conducted two workshops concerning the older student phenomenon. Nearly 100 decision makers in colleges and universities attended. The response to those workshops convinced the EIP staff and its SACS governing committee of the need for this kind of publication about the older student. Some of the material presented here came from those workshops. All was prepared by faculty of the University of Southern Mississippi.

A special note of thanks is due to Dr. George C. Seward, a recently retired member of the EIP staff. Dr. Seward assumed much responsibility for the two older student workshops and assisted greatly in the preparation of this publication. Shelby L. Johnson, Consultant to EIP, did the final editing and preparations for publication.

Education Improvement Program, Dr. E. T. Godbey, Director 404/875-8011

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Preface

Those persons responsible for managing institutions of postsecondary education in the United States face a period of adjustment unparalleled in our academic history. Impending alterations in the demographic nature of the student body, combined with other economic and societal changes, will demand imaginative leadership.

The 18-21 age group has traditionally provided our colleges with three-fourths of their enrollees. That segment of the general population will shrink by more than 25 percent before 1995. Not only will this reservoir be smaller, but the demographic composition of those within it who will be likely to attend college will shift drastically. Since 1970, college-going trends have changed. For instance, women once made up 47 percent of all college students 21 years old or younger; by 1980 they will be in the majority. In 1970 black students made up 7 percent of the country's postsecondary students; in 1977 black students composed 11 percent of American college enrollees. In that seven-year span, black enrollment nearly doubled. Other segments of the population which were previously underrepresented also showed significant increases. It is obvious that the typical postsecondary institution can anticipate a dramatic rise in the average age of its student body and in the numbers of nontraditional students who will enroll.

When these recent college enrollment changes are examined closely and projections made for the future, some interesting implications arise. Decision makers in higher education would do well not to overlook them. Stated quite briefly, they include the following:

1. Older students are already working and voting. They are both students and taxpayers. They tend to be current civic participants, not future ones.

2. The enrollment crunch combined with the new retirement laws will drive up the unit cost of instruction substantially. This is in addition to inflation.

3. New scheduling procedures will be necessary to serve the older students. This will entail the addition of non-instructional personnel to keep offices open longer hours, to expand student personnel services, and to improve security.

4. Enrollment in different disciplines will be directly and quickly affected by the job market. Administrative problems will follow because faculty cannot be dropped, added, or shifted quickly. Many older students are in the job market now and most of them know it well.

5. Institutions must find better ways to adapt to the needs of their rapidly-changing student bodies. In the past, colleges have generally remained static and placed the responsibility for adaptation on the students.

This publication is based on the following assumptions: 1) there will be an enormous increase in the number of older enrollees; 2) a variety of institutional adjustments must then be made; and 3) these changes are logical ones which will enhance a college's opportunity to fulfill its own mission.

Each chapter in this publication deals with some particular phase of the problem of dealing effectively with older students. The first chapter, written by Martha P. Weatherford, is a concise and useful demographic description of the current and future enrollment pictures. Mrs. Weatherford has also written the second chapter on effective instructional practices. Rebecca Brechtel addresses the problem of recruiting and retaining the older student. Dr. Brechtel writes from the viewpoint of a person concerned directly with admissions. She is both detailed and practical about the data to be collected and the proper use to be made of it.

L. C. Welker describes measures which can be taken to modify scheduling practices. Colleges have traditionally served students who could readily build their living patterns around an externally determined class schedule. Older students usually cannot do that. Dr. Welker suggests a logical series of steps which the institution can take to maximize the effectiveness of its offerings. Finally, Willie Pierce addresses the overall problem of institutional adjustment to large numbers of mature learners and suggests possibilities for change. Dr. Pierce explores a wide variety of ways to modify existing institutional structures to properly accommodate older students.

Changing Trends

Martha P. Weatherford

One of the primary concerns of colleges today is the change in enrollment patterns. Any review of enrollment shows that the profiles of student bodies are quite unlike what they were even a few years ago. These changes are not only bringing about other changes within the institutions now but have implications for even greater changes in the future. College administrators today are faced with the tasks of identifying enrollment patterns in their institutions, of building student body profiles based on student characteristics, of projecting what the profiles will look like in the next few years, and of developing both short-range and long-range plans to cope with changes.

All college administrators are aware of the difficulty in making projections. Any projections pertaining to students are based upon certain assumptions, and when any assumption proves wrong, the projections become unreliable. For example, in making student projections, one assumption may be that peace and economic stability will continue for a long time. When war erupts or a great depression hits during the next year, the student projections are worthless. Similarly, should a person's assumptions about birthrates prove to be wrong, then projections regarding students could be wrong. However, when trends have existed for several years and when indications are that the conditions contributing to those trends will continue, a person is safe in accepting general projections for program planning and curriculum development. With this spirit, then, administrators are planning for adjustments that might be necessary within American colleges and universities because of current enrollment trends and projected changes in the nature of the student body.

THE CHANGE IN STUDENT BODY PROFILES

College students today, on an average, are older than the students of several years ago. In the last few years we have seen a slow but steady increase in the average age of undergraduate students. This trend is expected to continue for several more years.

This subject was discussed in a recent report, A Profile of Higher Education in the South in 1985, published by the Southern Regional Education Board (Spence, SREB, 1977). The following table (Table 1) from that report reveals nationwide trends in the age of college students at the undergraduate level. From 1965 to 1975, the percent of enrollment in the four younger age groups (16-17, 18-19, 20-21, and 22-24) decreased while the percent in the older age groups (25-29, 30-34, and 35 and above) increased . Only a slight change occurred in the 22-24 age group, but the other changes are significant.

TABLE 1. PERCENT DISTRIBUTION, BY AGE, OF POPULATION ENROLLED IN COLLEGE, UNITED STATES 1965 AND 1975

Ages	1965	1975
16 - 17	4.4%	2.6%
18 - 19	37.1	27.1
20 - 21	22.2	21.3
22 - 24	15.8	15.4
25 - 29	10.3	14.9
30 - 34	5.3	7.8
35 and Above	4.9 (Estimated)	10.9
Total	100.0%	100.0%

Source: U. S. Bureau of the Census, Current Population Reports, Series P-20, No. 162 and 294. (As cited by David S. Spence, A Profile of Higher Education in the South in 1985, SREB, 1977, p. 12.

By grouping the first three intervals into a 16-21 year-old group, and by grouping the last three intervals into a 25-year-old-and-above group, the percentage changes are even more notable. In 1965 the 16-21 year-old group comprised 63.7 percent of the college population, but in 1975, only 51.0 percent. In 1965, the 25-year-old-and-above group comprised only 20.5 percent of the college population, but in 1975, 33.6 percent. This indicates that the "typical college age" group, the 16-21 year olds, decreased by 12.7 percent in the decade, 1965-1975, while the "older" group, 25 years old and above, increased by 13.1 percent during the same time span. The 22-24-year-old group showed only a slight decrease of approximately 0.4 percent.

While these specific figures came from the Spence report, current literature contains numerous references to the increasing enrollment rate of older students. A recent book by Harrington (1977;1) calls this trend "the major change in college and university enrollment patterns during the past decade." The Association of Higher Education emphasized the importance of this change by including it as a topic for consideration as its 1978 annual meeting in Chicago (Bunting, Moon, & Peterson, 1978). Most higher education institutions can report similar trends although their rates may vary slightly from the national averages.

The conclusion is clear, the percentage of younger students enrolling in college is decreasing, while the percentage of older students is increasing.

REASONS FOR AGE CHANGES

In examining the implications of these changes in student body profiles, an institution must wrestle with this question: Why is the percentage of older students increasing? Like so many other questions in higher education, there is not a simple answer but rather a set of contributing factors.

Recruitment of the older student. Older students are being actively recruited by colleges and universities in order to maintain a stable enrollment. This recruiting effort in most cases is one way to achieve stability in numbers and in some cases it is actually necessary for survival. Older persons represent a new source of students at a time when undergraduate enrollments of younger students are beginning to level off after several years of rather rapid growth. An increase in enrollment nationally is expected over the five-year period between 1975 and 1980, followed by a decrease over the next five-year period, 1980-1985 (Table 2). The net result over the ten years will be an increase, slightly above 2 percent. This national trend will be evidenced in the South, though here it will be less pronounced.

TABLE 2. COLLEGE ENROLLMENT IN THE UNITED STATES AND IN THE SOUTH FOR 1975 WITH PROJECTIONS FOR 1980 AND 1985

Years	United States	South
Enrollment, 1975	11,128,003	2,848,207
Projected Enrollment, 1980	11,847,000	3,175,000
Projected Enrollment, 1985	11,356,000	3,113,000
Percentage Change, 1975-80	+ 6.5	+ 11.5
Percentage Change, 1980-85	- 4.1	- 2.0

Source: James R. Mingle, Fact Book on Higher Education in the South, 1975 and 1976. Atlanta: Southern Regional Education Board, 1976, p. 25.

Recruitment of older students may also be required by changes in the actual number of traditional college-age persons in the general population. The average expected increase, nationwide, in the number of 18- to 24-year-olds for the ten-year period of 1975 to 1985 is 0.8 percent, and the average expected in the South is 3.1 percent (Table 3). These figures are much smaller than in previous years and represent a decrease in the rate of growth.

TABLE 3. CHANGES IN PERCENTAGES OF THE PROJECTED POPULATION OF 18 TO 24 YEAR OLDS, FOR 1975-1985 IN THE SOUTH

States Below Regional Average	Percent	States Above Regional Average	Percent
Louisiana	- 2.9	Georgia	+ 1.4
North Carolina	- 2.9	Arkansas	+ 1.7
Tennessee	- 3.7	Virginia	+ 3.3
Kentucky	- 5.6	Texas	+ 4.8
Mississippi	- 9.1	Maryland	+ 9.5
South Carolina	-11.0	Florida	+34.8
Alabama	-11.4		
West Virginia	-23.1		

U.S. Average: + 0.8%
Regional Average: + 3.1%

Source: James R. Mingle, Fact Book on Higher Education in the South, 1975 and 1976. Atlanta: Southern Regional Education Board, 1976. (Cited by David S. Spence, A Profile of Higher in the South in 1985. Atlanta: Southern Regional Education Board, 1977, page 7.)

Of the 14 Southern states surveyed by SREB in a recent study, eight will have growth rates below the regional average while six will have rates above the regional average. Keep in mind, however, that the general growth rate in the 18- to 20-year-old group is below that of previous years.

Then, too, the number of high school graduates is expected to decline. Estimates of the United States Office of Education indicate that 1976-77 was the peak year for the number of high school graduates (Frenkel and Beamer, 1974; 45). Thereafter, the number of high school graduates is expected to decline. It is estimated that by 1982-83, the total decrease from the peak year will be equivalent to 11.3 percent.

These population and enrollment statistics show that the pool of young traditional college students is changing. Its rate of growth is decreasing. Hence, college and universities are finding it necessary to recruit from older population groups in order to maintain fairly stable enrollments.

Renewed interest. A second reason for increased enrollments in the older age groups is that there seems to be a revival of interest in learning and in the cultural and recreational aspects of life. This idea was pointed out in a book entitled Planning Non-Traditional Programs in which one of the authors talked about the "expanding awareness among adult Americans of the value of continued learning throughout their lifetimes" (Cross, 1974; 11). Certainly, the conditions for many have been appropriate to foster this new awareness. With generally higher incomes, with more leisure hours, with good retirement pay for many, and with mental stimulation that can come from the communication media, it is no wonder that more adults want to spend more time in learning, cultural, and recreational activities. Many of them are turning to the colleges and universities to supply such desires.

Employment situation. A third reason for increased older adult enrollment is the economic or employment situation. Men and women already in the labor force, even with seniority, often find themselves having to compete harder than ever before for promotions because of fair employment guidelines, other governmental guidelines, and various court decisions. Technology changes so rapidly that many employees must find ways to keep up-to-date and stay abreast of the newest developments. Many wish to make mid-career changes, or they find it necessary to do so because of the changing labor market. Many early retirees wish to develop new careers, and some who reach mandatory retirements seek other employment opportunities. Some, of course, find themselves unemployable and turn to the college for help in becoming employable.

Expanded opportunities. A fourth reason is that affirmative action and Title IX have opened more doors and made more opportunities available for many who had rather restricted opportunities in the past. A large group of adult women and adult minorities are either entering college for the first time or are returning to college to qualify for the new opportunities afforded them. A recent edition of The Chronicle of Higher Education stated that women accounted for 93 percent of the increase in college enrollment for the current year. Nationally, college women now outnumber college men in the 18- and 19-year-old group. In terms of the total college enrollments throughout the nation, 49 percent are women. Ten years ago, the figure was 40 percent. Even more significant is that women constitute 52 percent of the part-time college students, and part-timers now outnumber fulltimers (Magarrell, 1978).

Importance of staff development. A fifth reason is that business, industry, and governmental agencies are recognizing the value of staff development at all levels and of the continuing education of all their employees. More and more they are working with colleges to accomplish these two goals. Employers are providing educational leaves, adapting work schedules to coincide with college class hours, providing tuition benefits, sponsoring workshops, and providing other types of nontraditional programs through colleges and universities. It is not unusual today for top-level managers to enroll in college courses and become one of the adult parttimers in the college population (Gardner, 1977).

College emphasis on adult education. Another reason for greater older student enrollment is that some colleges and universities have demonstrated a sincere desire and willingness to serve the life-long educational needs of the people. In effect, these colleges have made adult education an integral part of their programs and have committed the resources that are necessary to serve the older student. They see adult education as an opportunity to do a better job in fulfilling their educational missions.

It seems both proper and desirable, therefore, for higher education to do a better job of attracting and retaining the older college students. The question is, "Why?" Why should there be a concerted effort and committed resources to attract and retain older students?

First, it is a matter of economics. Hopefully, economics will never be cited as the only reason or even the most important reason, but from the standpoint of practicality, it is one valid reason. Statistics show what is happening to college enrollments, and many of our institutions will experience some decreases. Financially, even a small loss in students can present serious difficulties. It could result in a decrease in faculty, a decrease in special student services, and cutbacks in nearly all activities. It could result in increased student costs. The utilization of physical resources could fall below reasonable levels. It could necessitate changes in curriculum and abandonment of some academic programs. In effect, it could create an unstable situation. A better job of attracting and retaining older students could offset decreases in younger age groups and help create a more stable enrollment pattern and a more stable future for higher education.

A second reason, and hopefully the most significant, is that such an effort is educationally sound. It would extend higher education to a substantial segment of our population who could profit from such education but who have faced many barriers. This, in itself, is a major goal of American higher education. The goal is stated thus in a recent book entitled Diversity by Design: "Full educational opportunity should be realistically available and feasible for all who may benefit from it, whatever their condition in life" (Commission on Non-Traditional Study, 1974;7).

Third, a concerted effort to serve the older students is a response to social need. Few can deny that one of the traditional characteristics of American higher education is the desire and ability to respond to social need. The history of higher education in this country abounds with examples of social response:

1. The University of Chicago, which led the way with courses for part-time students
2. The University of Wisconsin, which established the principle that higher education institutions should be service oriented
3. The land grant colleges and their participation in the Cooperative Extension Service
4. The agricultural, mechanical, and technical programs
5. The programs in the health professions

So strong is the tradition of social response, that the idea of service has taken its place along with instruction and research as the three functions of higher education.

Fourth, research has shown that an investment in older students is a good investment. Older students do well. They are good students, they are highly motivated, and they are successful. A college's investment in this group is well repaid with success, both to the college and to society.

Last, the presence of older students within the college provides a mix of older and younger students that seems conducive to learning. It provides an extra dimension of maturity, seriousness, motivation, and educational commitment. Older students add depth to the educational experiences within the classrooms.

Colleges today are conscious of the need to do a better job of attracting and retaining older students. And older adults are enrolling in greater numbers than ever before. To a large extent, their success will depend on the college's adaptability and willingness to make far-reaching changes in order to fulfill its expanding role.

Older Students and the Instructional Process

Martha P. Weatherford

The changing trends in age and composition of college student bodies will affect the faculty in a number of ways. For example, decreasing enrollment means reduction of faculty. According to projections of the Southern Regional Education Board, new faculty needs for the South will decrease from nearly 9,000 in 1977 to less than 4,000 in 1985, with a rather sharp drop after 1982 (Table 4). It is easy to see that from 1982 on, any new faculty needed in the South will be only to replace departing faculty and that there will be a decrease in the number of new teachers who will be needed.

TABLE 4. NEW FACULTY NEED IN SOUTH, 1977-1985 PROJECTED, AS NET OF ENROLLMENT AND REPLACEMENT DEMANDS FOR FACULTY

Year	(A) Changes in Number of Faculty to Reflect Enrollment Change	(B) Changes in Number of Faculty to Replace Departing Faculty	(C) Total New Faculty Needed in South (Sum of Columns A and B)
1977	3,000	5,800	8,800
1978	2,400	5,900	8,300
1979	1,600	6,000	7,600
1980	1,100	6,300	7,400
1981	600	6,300	6,900
1982	0	6,300	6,300
1983	- 1,900	6,300	4,400
1984	- 2,500	6,200	3,700
1985	- 2,500	6,100	3,600

Source: David S. Spence, A Profile of Higher Education in the South in 1985. Atlanta: Southern Regional Education Board, 1977 , p. 24.

Thus, a high percentage of faculty through 1985 will be those who were hired before 1970. They will be geared to the traditional, young, full-time student. Their attitudes, their methods of teaching, even their course work are geared in unique ways to classes that no longer exist. The changes in age and composition of today's student bodies demand that adjustments be made by faculty. In many disciplines, different approaches must be used, depending on whether the group is young or older and more experienced. And when the group of students is of mixed ages, some teachers may truly face difficulties in providing learning experiences in their classes. What effect if any does the older student have on the professor who suddenly finds in his undergraduate classes not just 18-21-year-olds but also a great number of older students above 25? Or, on the evening class instructor who finds her class is mostly older students? What can teachers do to be as effective with this changing population as they have been in the past?

At one Southern university recently, the following question about this problem was posed to a number of experienced faculty members: What adjustments have had to be made in your class because of the presence of older students? Some of their reactions are included in the suggestions that follow.

First, one's tone may have to change. A professor with a dynamic, entertaining personality asserted that when he sees older students in his class, he does not try to be the entertainer in order to build rapport with his students. He feels that his antics seem silly, a waste of time to the more mature student, the one who has no time to waste. Furthermore, the presence of the older student has caused an awareness of other teaching traits that has surprisingly crept into the classroom--sarcastic remarks and condescending tones. The new awareness that these blatancies are inappropriate for older students reminds a teacher that no classroom needs even mild insults.

Second, the teacher of adults must be prepared to extend his patience, which often means infringement on his time. The professor may not assume that the adult student has just completed the prerequisite for the course, or that if he is intelligent enough to be in college, then he can get the subject matter like anyone else. The teacher's lecture may need interrupting. More time must often be spent for questions, with the professor giving lucid explanations. The fact that the adult student often is fatigued after an eight-hour workday (or worknight) reinforces the need for patience in teaching an exhausted mind. The professor must also be willing to grant individual help, private conferences if needed. Daytime office hours may be fine for resident students but what about the commuting students? The professor must adjust office hours to meet these needs, arranging, for example, thirty minutes or an hour before classtime in the evenings or on the weekends.

We also must be aware of the adult student's characteristics and needs. How do they differ from those of the younger student? Whereas the younger student is still exploring and seeking experiences to understand himself

and his world, to develop life goals, and to form a set of values, the adult student usually is not seeking such experiences. Usually, adults already have a well-formed lifestyle. Therefore, rather than exploring, they usually are seeking more explicit facts--knowledge relating to their careers. Many courses, for example in the humanities, offer both, but the adult student sees compensation more in the subject matter, less in experience goals.

Older students, therefore, want immediate results in their courses. They want justification for their time and immediate applications of the subject matter. These outcomes are sometimes difficult to offer immediately in some areas that demand time for foundations to be laid, for effective synthesis, and for applications of material. But older students usually are so highly motivated to learn that they want immediate results. If the teaching staffs are not aware of this student need, they can squelch eagerness and even lose the student. If the nature of the course does not lend itself to immediate application and/or rewards, the professors must nurture the awareness of adult students, helping them realize that though the beginnings may appear vague, eventually there will be more meaning.

Just as faculty must maintain a certain sensitivity to older students' needs, they must also stay aware of older students' fears: fear of loss of identity, fear of tests, of grades, of class expectations, of failure. The adult who has enjoyed recognition of responsibility and individuality in the world can suffer some trauma in becoming a student number, a subordinated position at best. Here are delicate feelings to strengthen, fear of the unknown to remove, and tottering egoes to bolster. On the other hand, the faculty might encounter the adult who is too aggressive, too overbearing, abounding in self-confidence. The self-confidence must be protected, but the professors must work--perhaps on a tactful, individual basis--to temper and harness that aggressiveness for the good of the individual and for the good of the class. As a matter of fact, these statements apply to any age student, but perhaps the problem is more delicate with the adult. The college professors have an obligation to acknowledge the individuality, indeed the presence, of their adult students, in speaking to them, in listening to their ideas--in as positive a manner as possible. In showing them that they are respected, teachers demonstrate their belief that they have potential gold mines in their classes. For example, by the professors' channeling class discussions, the younger students can glean from the wealth of experiences the older ones bring, and in turn, the adult can retain or regain his identity and self respect while growing in testing old and new ideas.

Grading the older student presents another delicate problem. For instance, in composition and literature, a professor must keep reminding himself, as he grades his students' writings, that he could easily eradicate their confidence instead of their errors. Too often, for example, one might jot a quick note, such as, "This sentence makes no sense," or "Senseless sentence," or "No sense." To an adult, already sensitive over his possible inadequacies, many such comments could be devastating. Of course,

the instructor cannot ignore errors such as senseless words and sentences, but he can soften his criticism somewhat, by writing, "Unclear; see me," or "This sentence can be made clearer; let me help you." The teacher has made his point, yet hopefully he has given encouragement and has kept alive that student's motivation and desire to learn.

Tests can also be frightening. Once more this fear of the unknown can be devastating in the forms of discouragement, frustration, defeat. Why keep the format of tests a secret? Why keep sample questions, even sample tests from past courses a secret? Sure, one may think that if these students have studied, they should know whatever is thrown at them without the professor's having to "spoonfeed" them, but too often some professors forget how frightening can be the seemingly ambiguous content, unknown test formats, and unexplained grading procedures. Incidentally, these ideas do not even touch that rare teacher who unfortunately throws in picky, trick questions.

Yet another frightening aspect to the adult student (as well as to the younger) is not understanding the grading procedures for the course. It seems reasonable that, in dealing with adults, each faculty member should have a written policy explaining how final grades are derived. Students need and deserve periodic feedback regarding growth and progress in the course. One should remember, then, that some adult students, so eager and motivated, can be easily disgusted with themselves and easily discouraged. The delicate feelings of the sensitive student must not be trampled, yet the needs of the aggressive student must not be ignored.

Another question to consider is: What effect does busywork, meaningless assignments, have on the adult learner? We hope these are rarities, but they do occur, and faculty awareness can solve such problems. In planning their work, faculty will do well to examine and reexamine their course requirements and procedures. Instructors must see the need for stating goals or desired outcomes for their classes, for making sure that students know what to expect on tests and that they understand the grading procedures both for tests and for the course in general, and for making outside assignments that are realistic, reasonable, and attainable.

Another question to consider is that of awarding credit by examination. There are instances in which an adult has already learned the contents being offered in a course through his years of self-study, work, travel, experience. Professors have, from time to time, found a few such students in classes, and usually recognize their accomplishments; yet those students do not have the college credit they need in that area. Does the college have any obligation to recognize such students? Many institutions award credit by examination in a few basic courses, but perhaps colleges and universities should consider extending this opportunity to more of their course offerings.

Another rather difficult and perhaps delicate problem facing college administrators involves class schedules of faculty members. Quite often

the reward for an excellent teacher, a scholar, has been the "best" teaching schedule, and he deserves such. The "best" teaching schedules usually mean the 10:00 a.m. class and the 1:30 p.m. class, Monday, Wednesday, and Friday. Less prime class times are usually assigned to graduate assistants or the newest faculty member who might also be the most inexperienced, even the youngest. Many adult students, remember, are part-time, with a large proportion taking night or weekend classes. What irony that excellence in teaching often removes the master teacher from classes in which many adult learners are enrolled--the very classes in which he is so desperately needed! When a student is an older adult, the need for an experienced faculty member is great. Here, too, is a potential problem worth examining for steps that will still be rewarding for the teacher who is experienced and excellent, and at the same time rewarding for the student who is mature.

Welcoming the older student to institutions is easy. Holding the older student in institutions is challenging. It will require administrative planning, faculty initiative, and innovations in other areas that may never have seemed important before. Administrative and academic decisions will determine what kinds of students will enroll in institutions of higher learning and how many will remain enrolled.

College decision makers will influence the attracting and holding of the adult learner. Their strong leadership with the academic faculty of their institutions can have positive effects in the magnetism of teacher and adult student. As student population changes, we hope that faculty will be alert to accept the changes and enjoy the rewards of teaching the adult learner.

EXTENDED SCHOOL WEEK

MON	TUE	WED	THU	FRI	SAT
FIRST	FACULTY WEEK				
	SECOND	FACULTY WEEK			
	COMMITTEE WEEK				

One approach to making the faculty more available for weekend classes is suggested here. If one desires to take this approach it is suggested that the Tuesday through Friday "Committee Week" be set up first. This prevents the possible abuse of faculty members by assigning them to Friday evening or Saturday classes and Monday committees and council assignments. Their schedule is recognized and they are not made "second class citizens."

Faculty members should be placed on the "Second Faculty Week" schedule only as activities develop which make this placement practical. The groundwork will have been established in explaining the "Committee Week."

Recruitment and Retention

Rebecca U. Brechtel

Knowing the needs and interests of potential student markets is important to schools that want to attract and hold a stable enrollment. Students' scheduling preferences, services needed, faculty characteristics, credible promotional media, course preferences, and acceptable agencies will all be important factors to educational administrators in the not too distant future.

MARKETING DATA AND RESEARCH INFORMATION

Educational institutions must face the facts that students are consumers and that certain marketing techniques must be used to insure a systematic approach to those consumers. Both additional and different information is needed about the adult or mature student. Different record systems may be needed for some purposes, especially recruitment data base systems and advisement or career counseling. An institution must start with information that is currently available, such as entrance test scores, profile data, registrar's records, and admissions information. It must then develop a system appropriate for a changing clientele.

An institution must collect information that expands its understanding of the "market pool" or the current student population. Available sources of such information might be utilized first rather than the somewhat costly techniques of commercial marketing. A variety of sources is currently available to any institution to help know more about campus needs, strengths, weaknesses, and holes in the market. Several sources common to nearly every institution are reviewed below.

Community information surveys. Surveys should be designed to discover prospective students' preferences in the areas of student services, class scheduling, faculty characteristics, types of courses (credit, noncredit), media, and agencies with which adults have previously participated (Appendix A).

Office of Institutional Research. Often an institution will have a special office that systematically collects, stores, and reports data. Also, the department of education in many states has a wealth of information available on request. In collecting data on older students consider the following sources.

- ☐ Study reapplying students since persons with some college credit are more apt to return than those who have never been to college in their adult years. What made them return? Is there a local factor such as a new industry that can be capitalized upon? What are the problems and concerns of reapplying students in terms of repeats, new requirements, obsolete courses or de-

partments, and so on? Is someone "keyed in" to attend to these counseling problems? Are the reapplying students typically night students needing certain courses?

□ Dropouts: Who are they? Why do they drop out? At what point in their programs do most students drop out? Are their backgrounds related?

□ Statistical reports from other similar institutions

□ High school and junior college population reports (many adults enter through junior college) which are sensitive to both academic and technical enrollees.

□ Opinionnaires

□ Student data limited to adult students who (1) have applied but not enrolled, or (2) are currently enrolled.

Developmental laboratories and special programs. On most campuses many resources are available to serve as recruitment and retention agents for mature students. Some possibilities include: a reading center, a mathematics laboratory, a writing laboratory, special services programs, tutoring services, a career development center, and special mini-courses. The laboratories and centers can provide valuable statistics on characteristics of persons currently using their facilities. They can also be good recruitment devices if they may be used by prospective students on a preparatory basis. Consideration should be given to the methods of making mature learners aware of such services when they may not be on campus during traditional time periods. It may be worthwhile to consider conducting an adult orientation program or training workshop for advisors of adults.

Student data base. Current student records provide valuable information which can be used in planning for attracting and retaining the older student (Appendix B). Limit the information to persons over 25 years old and analyze the data to answer some important questions: What is the average age of day students and night students? How far from the campus (in miles or hours) is the geographic location of point of origin for the students? Is enrollment composed primarily of full-time or part-time students, day or night students? What is the grade point average of the student body? Are most students new, continuing, or reapplying students? What time periods are most popular for adults? Do your adult students shift from one campus to another as a general rule?

In using your student data base, you must know what factors and characteristics describe the students you have attracted and retained in order to know what types you are not attracting or not retaining.

Profile data from testing sources. The summary report from most standardized testing services is a composite of your campus which summarizes individual profile data. The profile data on individuals can be generated on enrolled students to answer any number of questions. This profile provides valuable information about traditional students and adults if all enrollees are required to take such tests as the Graduate Record Examination or the Standardized Achievement Test. (Some testing programs preface information with a statement that it does not adequately measure adults' potential.) The profile sheet could be required for adults even though the score requirement is waived.

Scores and predictive data. High school grades, scores on standardized tests, local and national norms can be computed for your new students or entire student body, or any subgroup of the student body: adults, traditional, all males, all females, or whatever your market interest may be. Most standardized testing services also provide predictions of students' grade point averages if they were to enroll at selected institutions. If these are not available to a particular institution, a review may be made of the average test scores of incoming adult students to determine the possibility of setting up a class. Such an analysis of test scores should be made before registration so that students can be counseled and channeled into classes that will allow them to experience success and therefore to increase the likelihood of their staying in school.

Admission and enrollment data. This category includes choice of school, full-time or part-time enrollment, day or night classes, handicapped students, veterans, housing needs. Do you need an adult floor in a residence hall? Are more night classes needed?

College selection factors. A school must know on what basis students selected this school in order to know how to reach more of them. Why are they attending this particular institution? This is especially true in an urban setting where students have several choices. Find out what makes an institution appealing and then market it!

Educational and vocational plans. Does major or vocational choice match the student's educational program? How sure are students of their plans?

Special educational needs/interests: When a special need is apparent, refer adult students to the appropriate service. They may be too proud to ask for help.

Interest Inventory: Does it correspond to education and vocational plans?

High school information. What background does the student have? Does it prepare him or her for the chosen curriculum?

An adult inventory might be designed that adopts factors commonly known of traditional students. This inventory would be used in advising and counseling adult students. Appendix C is a sample inventory, which

allows the advisor to collect information from new adult students that is pertinent but does not include unnecessary or embarrassing information. It simply provides insight into student needs for referral services such as vocational planning, developmental study, or self-concept guidance. It also provides a data base for proper advisement in order to retain the mature learner.

RECRUITING ADULT STUDENTS

Assuming that one has done the basic foundation work described above, planners can then design a recruitment program to attract older students. One person can be appointed with major responsibility for recruiting students. Also, planners can arrange schedule options, curricula, and student services to provide the older student with what he or she needs to meet educational goals. The counselor of adults can begin with a public relations program which includes using mass media. In a random-sample survey of 100 middle-income adults 25 years old and over in a Southern city of approximately 50,000, adults ranked media in terms of credibility (and hence effectiveness) in this way: (1) circulars, leaflets, and brochures printed by colleges, (2) newspaper, (3) television, and (4) radio. A college representative might go to civic clubs, industry, and community centers to speak about opportunities in higher education. He or she should also address the matter of expenses, the availability of financial aid, and procedures for applying for aid. Some attention should be given to credit by examination.

A school may work closely with hospitals, industry, and labor to provide education as a fringe benefit or way of achieving promotion. Taking courses at the work site would enhance the educational program and probably lower the students' initial level of anxiety.

Providing personal counseling for adults upon entry is a service very necessary in recruiting mature students. This can be enriched by an advisory group of enrolled mature students who can help in orientation of new students.

An Adult Service Office, properly identified and publicized, will provide a place for adults to touch base and find assistance when necessary. Such an office should be open afternoons and evenings.

ADULT SERVICES

Research has largely ignored the service needs of adult students as correlated with characteristics of the group or with approaches which would best meet the needs. In contrast, one of the credos in adult education is that, since men and women know what they need to learn, the task of the educator or student personnel worker is to discover what it is and to provide it for them.

A study was completed at the University of Southern Mississippi in 1977 on 76 pre-registering adult students. It found that five services were perceived to be the most useful to adults: advisement, financial aid, bookstore, counseling center, and pre-registration. Not surprisingly, time management was perceived as a major concern by the adult students. A majority of the students in the study were combining higher education with the responsibilities of spouse, children, and other dependents. The entering students were goal directed; two-thirds of them listed a degree as the end result of their school experience.

Services for the adult students have been defined further. Other research suggests that the services available to adult students are a factor in the decision to return to college. The services that were preferred are listed here in decreasing order of importance: (1) a message center where children and family members could reach the student in case of an emergency, (2) a service station on campus open 24 hours a day, (3) a night nursery, and (4) on-campus locker space. The same study found that 60 percent of adult students prefer night classes, with short term workshops being the second choice.

What does all of this mean to student personnel who are concerned with the matter of orientation for the new breed of university student? Obviously immediate provisions must be made for program planning since adult students represent the largest increases in enrollment. Services that should receive priority include advisement, counseling, financial aid, bookstore, and pre-registration.

The program must be scheduled at a time which is convenient for adults. Classes held after regular working hours, on Saturday, or during the hours when children are in school will generally appeal to the cross-section of possible enrollees. Experimentation may be necessary to discover the most popular time for a given locality.

An adult orientation session should begin with a well-planned, concise, general session to include advisor assignments, explanation of the course outline, physical layout of the campus, and "whom-to-see-about-what" information. Visuals to give students an idea of registration procedures are also desirable. Small groups of 8-10 persons would be an advantage if time and numbers permit.

Services such as free activities for students (movies, lectures, concerts) should be mentioned in the general session along with items of high interest, such as locker space, child care facilities in the area, parking provisions and regulations, cafeteria services and costs, and commuter bus schedules. Mention of library hours and of rules and regulations is important. For best results, the orientation program should introduce the adult to the world of higher education and the opportunities it affords the whole family: non-credit or credit courses for the spouse, summer enrichment programs for children, exhibits and concerts for the family, and a growing list of varied experiences.

Advisement and career counseling should be programmed for the adult students on a one-to-one basis. Time must be available for students to visit the financial aid office and the bookstore. As a finale, orientation must include individual counseling to insure an understanding of the courses selected, location of classrooms, and time schedule. Closing of an orientation session should be warm, friendly, and personal.

Better Scheduling for Older Students

L. C. Welker

A substantial number of mature people are finding that higher education is offering more and more programs in which they are interested. Problems often arise, however, when scheduling difficulties keep these people from taking advantage of educational programs. Actually this situation poses a problem for both the prospective student and the institution. The prospective student is unhappy, and the school has lost an enrollee and set up an unfavorable reaction in the community.

Each time a person becomes interested enough in a college program to investigate its availability, the school experiences a changed relationship with that person. Either the person develops a more positive relationship with the school or the present relationship diminishes. The experience is not likely to be one of no influence at all.

Scheduling practices that have evolved through the years assume that the learner sees the class schedule as the most demanding aspect of his or her personal schedule. With the mature student, this is not a valid assumption. The adult learner must juggle such factors as job, family responsibilities, and community commitments in order to be available for classes. Often this restricts him or her to the late afternoon, evening, and weekend classes.

In view of these restrictions, we will look at a way of improving the process of scheduling classes in order to build more compatibility with the realities of adult life today. This scheduling process we are suggesting has eleven steps.

Step 1. Identify programs that are popular with older students.

Some programs attract so few mature students that little purpose would be served by including them in special scheduling efforts. It is not wise to encourage departments to go to considerable lengths to adapt their offerings to this clientele unless it can be established that there is likely to be a demand. However, it is very important that all programs that are popular with older students be included.

Step 2. List courses required or probably included in these programs.

Students resent entering a program, working toward its completion, and later finding that part of the course work needed will never be available to them. This may result when commitment is felt by the department of the major but not by the departments that must offer support courses. We must remember that the student is concerned about his or her own program and not the internal relationships of the institution. No one can include every course that a student might take in this planning process but all courses essential to the usual completion of popular programs must be considered.

Step 3. Establish most frequently used courses and essential or highly desirable sequencing.

There may be choices within popular programs that are seldom exercised. To increase the probability of success in scheduling, only the more popular options should be included. This limitation will tend to reduce the list as established in Step 2 and help with sequencing. Remember that sequencing across departments is often as important as sequencing within departments. A given course can actually be made unavailable though it is on the schedule by failure to provide prerequisites or by placing courses needed by the same group in the same time slot thereby forcing a choice.

Step 4. Using the information in Step 3, determine which of the courses identified in Step 2 should be made available in the evening or weekend schedule and in which terms.

If there have been very few people in such programs in the past, make one set of lists for the year being planned and a second set of lists for the following year. (A number of offerings that you do not yet have students ready for can have a severe negative effect on the program.) Different programs are likely to be popular with different groups of mature students. Some of these groups will likely want evening programs, some will want their classes during the elementary and secondary school day and some will want weekend schedules. Using all that we know about the clientele of each program, a decision must be made as to the type scheduling to do.

You will notice that some courses included in popular programs will not be needed until the group has followed the proposed schedule for one or more terms. Offering such courses before they are needed will tend to depress the statistics and reduce institutional support for the scheduling effort.

Step 5. Discuss these lists with the department chairmen involved. Look at desirable scheduling, conflict avoidance, etc.

Department chairmen must be aware of all that has been determined up to this point and then must provide suggestions from their own vantage point. They have already had many experiences that can be used to increase the chances of success. They also must accomplish the often difficult task of serving all audiences within their capacity for offering classes.

Step 6. Ask chairmen to identify faculty members who are best suited for teaching these courses to the target audience.

The selection of faculty members to teach these classes for mature students is one of the most important tasks, if not the most important task, in the process. Remember that the older students are not likely to be under great pressure to complete our program. They will look closely at who teaches the class as they make a personal decision. Traditional reward systems in institutions of higher learning are likely to be in conflict with this need.

Step 7. Have deans, chairmen, and coordinators identify most appropriate classrooms for these classes and this audience.

Where the class is taught does make a difference. Are the facilities comfortable? Is parking space available? Must one climb stairs? Mature students look at the situation as they do the surroundings of any other service for which they pay their money. These citizens do not give up their status in the community when they enroll in our classes.

Step 8. Using information from Steps 5, 6, and 7, assemble the schedule for one year and prepare for publication.

The published schedule must be appropriate to the audience. It must be easy to read, provide the needed information, and not assume that the reader knows all the campus customs.

Step 9. File tentative offerings list for second year for later review.

It is easy to let something slip that can't be done when you are deeply involved in the project. As the first term of the project progresses, the needs for the second term and later must be reviewed and the proper scheduling process carried out with ample lead time.

Step 10. Develop suitable admission and registration procedures.

It is most important that the client (prospective student) feel that his business transaction has been handled in a way that he or she considers appropriate to a transaction of this importance. Traditional institutional practices may not impress him but well ordered business practices do. He expects promptness, efficiency, and courtesy.

Step 11. Implement publicity programs.

Careful work must be done in developing and presenting publicity concerning this scheduling effort. The public must be aware of what you are attempting and encouraged to make use of the offerings. The faculty and staff of the institution must understand the effort well enough to assist with informal publicity. They must see their personal well-being related to the success of clientele development.

Implications for Change

Willie Pierce

Three kinds of concerns have emerged from our dicussions of the mature learner in higher education. These concerns are philosophical, academic, and staffing concerns. All are equally important in our thinking about the implications of the enrollment trends and population statistics.

PHILOSOPHICAL CONCERNS

The fundamental philosophical concern is whether or not the mature adult is a legitimate clientele. If so, then the existing leaders may feel threatened by the implication that the school should have been more sensitive in past years to this target population. A tactful approach is best, with emphasis on the changing nature of the general population and on older students' emerging as a visible clientele. A decreasing number of young adults are needing higher education, and an increasing number of older adults are enrolling. These mature students are faced with the prospect of increased leisure time in which to take advantage of higher education, though they may not have enough time, or may not desire, to pursue a degree on a full-time basis (if indeed a degree is what they're after).

Administrators and faculty must carefully examine the goals of the school and the goals of the adult prospective students. If these goals are compatible, then reaching them should be relatively easy without much modification of the existing structure. However, one must be careful that the goals of the organization are not rewritten solely to reap more monies from tuition. The goals must be mandated from philosophical rather than financial considerations. One must also remember that the educational institution cannot be all things to all people. If the institution is not to be considered suspect, its goals must remain within the domain of education and learning. An individual has many needs and goals which the higher education institution should not consider within its own purposes. It is certainly questionable as to whether or not a college should undertake to help a person become a better thief, no matter how real the person believes he or she needs this.

ACADEMIC CONCERNS

Several questions of academic integrity and credibility often arise when higher educational programs are modified for the mature adult. These questions relate to admissions criteria, time options for completing degrees, residency requirements, theoretical vs. practical nature of curricula, and so on, all of which may provoke dissension among educators. These concerns have existed with the traditional, younger student. The difference here is that the younger student, because of social learning,

has been more willing to accept a deferred gratification system, to put up with more red tape, and, in general, to place relatively little value on time. In addition, the younger student in higher education until recent years has been complacent about poor teaching. Or perhaps, he or she has been willing to "play the game." The mature adult is more likely to openly rebel against poor media usage, inappropriate testing and grading procedures, and poor teaching.

STAFFING CONCERNS

The staffing concerns generally are attitudinal in nature. Such problems usually occur at all levels, that is, administration, faculty and professional staff, secretaries, the campus security force, and other staff members. Once again, the problem may not be that the staff has an unacceptable attitude toward the mature adult student but that it has an unacceptable attitude toward all students. One must constantly ask the question, "Who is being accommodated, the student or the school?" In this era of consumerism, the entire personnel of the college or university must be more sensitive and responsive to the student. After all, the student is the prime reason for the school's existence.

SOME AREAS OF CHANGE

Recruitment and advisement. Among the many problems faced by the higher education institutions, certainly recruitment deserves much attention. Evidently, if the student is never brought to the point of inquiry concerning the college's or university's offerings, one never has to deal with the problems of admissions, retention, etc. For effective recruitment, one must carefully define the population for which the educational programs are designed. Once this is done, one must design a procedure for making initial contact with the individual. The prospective student must have enough information to allow him or her to make a wise decision as to the appropriateness of the school's programs to his or her needs and aspirations.

Admissions. The appropriateness to the older student of the requirements for admission to the college or university must be examined. This has been a continuous concern for as long as colleges and universities have existed, but it deserves new attention when considering the mature adult as a prospective student. Just as there has been no single criterion found to screen the traditional student, there is also no single criterion acceptable for screening all mature adults. When determining admissions criteria, one must continually reflect on the goals of the applicant and the program for which admission is sought. If the prospective student wants only to enroll in selected courses, with no intentions of pursuing a degree, then perhaps some admissions criteria might be waived. However, in such a case, the student must be advised of the full implications of such an admission status should the student later decide to pursue a degree. One must constantly remember that,

when trying to attract the mature adult, the primary purpose of admissions criteria should not be to thwart the growth of the individual but rather to deal honestly with the individual and the college or university. The admissions criteria should help to discourage only those who have a poor chance of educational success.

Registration. Registration has traditionally been a source of frustration among students in higher education. When one deals with a more mature clientele, the problem becomes even more critical. The younger student may consider long lines and confusing procedures "just part of the game." The older student is likely to wonder whether the course is worth the trouble.

Specifically, attention must be focused on the amount of "red tape" involved in the registration process. Obviously, the school must gather some information about the student, but is it really necessary to do so two or more times during the registration process? Could not such data be computerized and made available to each of the concerned offices?

Similarly, one must consider such pragmatic problems as unclear directions on how to proceed through registration and the lack of centralization of the physical facilities for registration. How often has a student walked across a campus, only to be met by a note telling him or her to return to the other side of campus to pick up a form or get some information?

Perhaps we need a special orientation session for the older student on the registration process to avoid some of the needless confusion.

Finally, what can be done to lessen the financial blow to the student? This is a particular problem with the student who not only has to pay tuition but must also provide for a family. Many colleges and universities now offer a deferred payment schedule, spreading the tuition costs over the entire term. This plan deserves careful study as well as a sincere effort to provide financial aid to the mature student when he or she meets the established criteria. Perhaps the financial aid criteria should be reexamined to determine if they are appropriate to the changing clientele.

Class schedules and selection. Special attention must be focused on flexibility of scheduling. The essential question is: Who is being accommodated--the faculty and staff or the student? Thought must also be given to location options, short-term sessions, child care, and other such nontraditional scheduling considerations.

Physical plant. The physical plant is often the last item to be considered. However, it sets the mood for the entire school. Such things as readability of signs, access to parking, appropriate housing for the mature student and general acceptability of the buildings and grounds must be studied from the point of view of the older student.

Information and assistance. Administrative offices must consider how their schedules can be arranged so that personnel are accessible when the student is on campus. This may require rotating schedules for office workers as well as faculty and administrators. In addition, there must be a systematic way to contact students if classes are canceled or rescheduled. The eighteen-year-old may be delighted to be able to go back to the dormitory when a class is canceled. A mature learner rarely reacts with delight after he or she has had to arrange for a baby sitter, find a parking place, and drag an armload of books across campus, all in a thunderstorm--only to find a note on a door saying "no class today."

There may be a need for more telephones to be installed on campus, more bulletin boards, and security personnel to improve the communication network within the campus and between the campus and the surrounding communities.

Retention. In essence, each of the foregoing areas deals with retention. Careful effort must be devoted to making the older student feel part of the school. This may include recreation and entertainment appropriate for the mature student just as for the younger learner. Effort must be made to assure that the older and younger learners embark on a cooperative attempt to maximize learning. The social pressure for acceptance must never be underestimated regardless of the student's age.

CHECKLIST FOR ATTRACTING AND HOLDING THE OLDER STUDENT

Ask yourself how your college or university meets the following standards of appropriateness for the older student.

YES	NO	
___	___	Have you defined the older learner clientele in your area?
___	___	Is there a procedure for making initial contact with the older student?
___	___	Is there a clearly defined advisement procedure for the older student?
___	___	Is there career advisement for the older student?
___	___	Are admissions requirements equally appropriate for the younger and older student?
___	___	Are directions for registration clearly stated?
___	___	Can registration be handled in one central location?
___	___	Has needless "red tape" been eliminated?
___	___	Is there a special orientation program for the older student?
___	___	Are there financial assistance programs available to older as well as younger students?
___	___	Are there deferred or time payment plans available for tuition and fee payment?
___	___	Is there flexibility in scheduling of classes?
___	___	Is the student being accommodated rather than the faculty and administration?
___	___	Are classes offered at different locations, based on convenience to the student?
___	___	Are there provisions for short-term sessions?
___	___	Is child care available for the children of students?
___	___	Are the physical facilities appropriate for the older student?

YES	NO	
___	___	Is there an information and assistance system which operates during non-traditional class hours?
___	___	Is there provision for contacting students when classes are canceled or rescheduled?
___	___	Is there an active effort being made to involve the older student in the life of the college or university?

Afterword

A review of population data and a study of trends found in these data present a clear message to higher education. A large portion of its potential clientele is among the adult population. An increasing segment of potential clientele for higher education will be among the adult population at least through 1995 and probably beyond. Even if the birthrate should increase dramatically, 17 years or more would be required for the influence to be felt at the college level.

There are two primary questions that a college must answer. First, do we want to reach this potential adult clientele? Said another way, do we prefer to adjust our operation to the numbers that are available in our traditional clientele or do we prefer to reach out to this expanding adult clientele even though it may not be a completely comfortable transition? No outside person or group can answer this question. It may be very desirable for outside persons to help by presenting information and assisting administration and faculty in looking at related factors but the choice of direction must finally be made by those on the scene.

The second question, which one may want to study as a part of the process of answering the first question, asks what changes will be needed in our present way of doing things if we elect to maximize our availability to this potential adult clientele? This question can only be answered after making a very objective appraisal of present practices. This appraisal should attempt to describe present practices as they are viewed by adult students. Can we give an unqualified "yes" response to the following ten items? What changes we must make in order to change any "no" response to "yes?"

1. When a mature citizen seeks our services, will he/she feel that he/she is being treated as a client or customer has the right to expect?

2. When a mature student completes a business transaction with our institution, will it be handled in the way that a transaction of this magnitude should be handled?

3. Will the mature student feel that his/her time and energy are being respected by the institution as they would be by any other organization with which he/she might have contact?

4. Are we utilizing our facilities so as to render best service to the non-traditional student?

5. Are all areas of the school community aware of the kinds of services that are important to mature students? Are these services provided?

6. Do our announcements, instructions, and other releases speak clearly to persons who are not familiar with our internal practices?

7. Is proper attention being given to the comfort, health, and safety needs of mature students?

8. Do the service charges built into mature students' fees reflect only those services that mature students need and desire?

9. Are our offerings scheduled in light of the needs of mature students?

10. Are faculty members aware of their role in extending services to mature students? Have they accepted this role?

The reader must be cautioned that none of these items can be set aside because we in higher education find them disconcerting and objectionable. At this point we must be concerned with the view of the potential mature student. The amount of adjustment required for a "yes" response to all ten questions indicates the size of the task that faces the institution if it chooses to seek its potential adult clientele.

L. C. Welker

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Appendixes

A. MATURE STUDENT INFORMATION

B. STUDENT RECORDS

C. ADULT ADVISEMENT INVENTORY

D. DATA COLLECTION FOR RECRUITMENT AND RETENTION

A. MATURE STUDENT INFORMATION

1. Employment: part-time _____
   full-time _____

2. Family bread-winner: yes _____
   no _____

3. Are you a:

   spouse: yes _____ no _____
   parent of minor children: yes _____ no _____
   retired: yes _____ no _____
   Responsible for older parents: yes _____ no _____

I. Calendar varieties you prefer: (Mark no more than three.)

1.	Workshops (2-3 day)	_____
2.	Night class	_____
3.	Two night class meetings in one night	_____
4.	Weekend college	_____
5.	Six-weeks course	_____
6.	Two-week term	_____
7.	Three-week term	_____
8.	Semester	_____
9.	Regular day classes	_____
10.	Quarter	_____
11.	Programmed package	_____
12.	Swing-shift (changes with industry shift)	_____

II. Services that would assist you: (Mark as many as apply.)

1.	Night nursery	_____
2.	Day nursery	_____
3.	On-campus locker space	_____
4.	Brown-bag area to eat	_____
5.	Emergency station (place where children can reach parents with a message)	_____
6.	Service station open 24 hours a day on campus	_____
7.	Cafeteria service at night	_____
8.	Residence hall rooms for rent on an overnight basis	_____
9.	Linen service available in resident halls	_____
10.	Commuter bus	_____

III. Age of faculty instructor that appeals to you most: (Mark one.)

	Faculty	Your age
20-30	_____	_____
31-40	_____	_____
41-50	_____	_____
51-60	_____	_____
61-70	_____	_____

IV. Type courses in which you would enroll: (Mark one.)

Special interest for credit _____
Special interest for non-credit _____
Degree curriculum _____

V. Media that you feel is most credible in promoting educational services: (Rank them 1-2-3-4, with 1 being most credible.)

TV _____
Radio _____
Newspaper _____
Circular, leaflets, brochures printed by colleges _____

VI. Agencies through which you have previously participated in adult education:

Cooperative Extension Service _____
Labor education _____
Church related lessons/courses _____
Scouts/4-H/Campfire leadership _____
College/university _____
Armed Forces school _____
Recreation Department _____
Private lessons or classes _____
Civic clubs _____
Public libraries and museums _____
Public schools _____
Business and industry (OJT) _____
Health and welfare agencies _____
Vocational-technical training _____

B. STUDENT RECORDS

1. Name
2. ID
3. Branch
4. Sex
5. Origin
6. Marital status
7. Fee residency
8. Major
9. Major (2)
10. Minor
11. College
12. Degree
13. Class
14. Fraternity-sorority
15. Religion
16. Teacher education
17. Race
18. Birthday
19. High school
20. ACT or SAT scores
21. Suspension code
22. Cumulative data
23. Other hours
24. Parents
25. Perm street
26. Perm city
27. Perm state & zip
28. Local street
29. Dorm room
30. Dorm
31. Local city
32. Local state & zip
33. University box
34. Local phone
35. Privacy phone student
36. Catalog
37. Actual graduation
38. Planned graduation date
39. Foreign country
40. Admission status
41. Load hours
42. New, continuing or reapp
43. First college entrance
44. Entry class
45. Transfer school
46. GRE-verbal score
47. GRE-quant score
48. GRE-adv score
49. ATGSB-V
50. ATGSB-Q
51. ATGSB-totals
52. Degree-branch
53. Degree-honor
54. Entry date
55. Department
56. Advisor number
57. Cum-date
58. Final GPA
59. Final rank
60. Disciplinary suspension
61. Current suspension flag
62. Packet
63. Registration schedule
64. NTE test
65. Teach ed date
66. Enrolled on campus
67. Enrolled off campus
68. Fee sheet on campus
69. Fee sheet off campus
70. Total hours off campus
71. Veteran's benefits

C. ADULT ADVISEMENT INVENTORY

Name: _____ Sex: _____
Address: _____ Birthdate: _____
_____ Social security number: _____
High school attended: _____ Phone: _____
_____

I. High school data:
Senior Year G.P.A. (List courses and average)

II. Scores and predictive data:
Test Score

III. Admissions/Enrollment Data
(Please check or circle.)
A. Full-time _____ Part-time _____
B. Day _____ Night _____
C. On campus _____ Off campus _____
D. Employment status: Full-time _____
Part-time _____
None _____
E. Educational major: _____
F. Vocational choice: _____

IV. Special educational needs and interest:
(Mark yes or no.)
A. Educational or vocational plans _____
B. Writing _____
C. Reading _____
D. Study skills _____
E. Mathematics _____
F. Personal counseling _____
G. Special Subject: Please identify: _____
_____

V. Please list your special interests and talents:

VI. Please share special problems that you anticipate as a student:

D. DATA COLLECTION FOR RECRUITMENT AND RETENTION

FACTOR	SOURCE OF INFORMATION	Administration reasons for knowing in order to attract and hold older students
1. Average age for day & night students		
2. Education needs self-expressed		
3. Calendar varieties preferred by adult students		
4. Withdrawal ratio of older students by college/schools		
5. Out-of-class accomplishments		
6. Services that would assist older adults		
7. Academic majors of day & night students 21 years old & older		
8. GPA predictions of older students based on local & national norms		
9. Course load average for day & night students 21 & older		

FACTOR	SOURCE OF INFORMATION	Administration reasons for knowing in order to attract and hold older students
10. Age of faculty that appeal to adult students		
11. Actual g.p.a. average of adult students on campus		
12. Reasons students selected this institution		
13. Type of high school program studied (college prep., vocational, etc.)		
14. Suspensions at your institution by age brackets		
15. Quality of advisement		
16. Services needed but not provided for night students		
17. ACT mean composite score for traditional & non-tradional as compared to g.p.a.'s		
18. Agencies where mature students are most apt to enroll in adult ed.		

FACTOR	SOURCE OF INFORMATION	Administration reasons for knowing in order to attract and hold older students
19. Geographic location of the student's home address		
20. College extra-curricular plans		